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ABSTRACT

This study reports on the development of a professionally prepared and delivered mental health program addressed to the needs and interests of elementary principals in a California school district. The needs of the principals were identified at a series of meetings with the district's principals association in which 15 program goals were established. Execution of the program included the communication of these needs to and consultation with school administration, the personnel service office, the staff training services department, and with appropriate community service agencies. A series of three 2-hour mental health workshops for principals, conducted with the assistance of mental health specialists, focused on the subjects of stress, anxiety, drug abuse, alcohol, mental problems, and suicide prevention. Evaluation of the program by means of a test instrument developed by the author and administered after the third workshop showed, on the part of participant principals, improved, positive attitudes toward mental health. (Author)

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MENTAL HEALTH PROGRAM FOR SACRAMENTO UNIFIED SCHOOL DISTRICT ELEMENTARY SCHOOL PRINCIPALS

by

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Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

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ABSTRACT

The purpose of this midi practicum was to develop a professionally prepared and delivered program regarding mental health that would provide relevant information of both general and specific interest to the elementary principals and promote positive attitudes toward mental health in order to establish the need for instigating positive mental health programs. The program was financed, planned, and executed as envisioned. Community agencies proved to be cognizant of our needs and willing to provide assistance to the educator group. The community agencies were made aware of the large number of direct community contacts made by the elementary school principal. They realize that in working through the elementary school principal and his unique position, they have been able to expand their community contacts and have the possibility to improve the quality of their endeavors. The evaluation of the program did show improved positive attitudes toward mental health by the principals. Many of the participants indicated an interest in an expanded program; these interests are presently being studied by the staff of the Sacramento City Unified School District.

CHAPTER I

INTRODUCTION TO THE PRACTICUM

Poor mental health is the largest single crippler of people in the United States today. "It is well known that one half of all the hospitals beds are occupied by psychiatric patients".[1] Large companies and government have found it necessary to provide training and retraining programs that will aid employees with poor mental health patterns. We in the schools are aware of "The Battered Child Syndrome"[2] and its impact on us as educators. Nc longer can we and the medical profession dismiss injuries to children as unexplained trauma or accident proneness. We now recognize that these children come from homes of families in trouble; the children of educators are not exempt. Studies indicate that 90% of those adults abusing children were themselves abused as children. The need for positive mental health programs in our radically changing society is acute and increasing in magnitude every day. More and more of our population finds itself unable to cope with living in a world requiring rapid adjustment to change.

[1] Mental Health or Mental Illness, William Glasser M.D. Harper Brothers Publisher, New York, 1960, p. xi.

[2] The Battered Child, Ms. Jane C. Avey, The Inside World of The Young, Volume 57, Number 2, Spring 1973, p. 40.

We, as educators, work daily with people who have poor mental health. We work with the depressed, the anxious, the psychotic, the paranoid, the alcholic and the drug abusers. Our daily contacts within education make us realize that the mental health of a person is neither good nor bad; one does not have either good or bad mental health throughout life. Mental health can be plotted and will show both high and low points. The goal of the mature adult is to minimize the highs and lows in order to provide a constant mental health pattern for himself that will allow him to be consistantly productive and happy.

In 1972, the Sacramento City Unified School District found it necessary to release an elementary principal from his position on the grounds that he had made advances of a sexual nature toward members of his school staff. This person had been a good employee for some fifteen (15) years prior to these alleged incidences.

It was alleged that these advances took place over a period of three (3) years. At no time did any other employee of the district counsel with this employee and encourage him to seek professional psychiatric assistance. At no time was the local Principal's Association made aware of the situation in order to counsel this member. The first notification of a problem came when the disclosure of the alleged acts was made

to the local newspapers.

Eventually the "case" was brought to the Attorney for the School District who, after due consideration, recommended dismissal. The accused was dismissed from his position and is presently appealing the decision in the court.

Could this person have been counseled and/or medicated in such a manner that he could have continued as a good employee? One cannot say for sure. Current mental health trends appear to indicate that it probably could have been done.

The local Principals Association should have had within its organization a formal sub-group designated to assist persons experiencing difficulties. The Association should have been organized in such a manner that it could have rendered assistance had the incident been reported by another member and/or the troubled member himself. The group should have been organized so that any member, who is experiencing difficulty, could have requested confidential assistance from his professional peers.

People in education are unique in their exposure to people. We are constantly in the view of the public. Good days - bad days, we are still in view. The pressures are tremendous and require that we make rapid change, not necessarily pleasant, easy or wanted.

Employers should make every effort to survey the mental health needs of his employees before problems arise. We educators must survey these needs and begin a program of appropriate action. We cannot wait until a serious problem presents itself and then point the accusing finger. Preventative programs instigated at the earliest opportunity should pay for themselves in terms of saved sick leave, extended leaves of absence, early retirement, and higher productivity.

In most cases the school districts themselves will have to provide the program. It can be done.

The purpose of this project is to show our district employees and other community agencies that school/community programs can be developed that will fit the needs of all groups concerned. The project is designed to show that the employees will support such a program in concept and application. We as a professional group have the responsibility to provide these services for our peers in order that we may better perform at a consistantly high level of achievement for the benefit of our students and school community.

CHAPTER II

School District Description

The Sacramento City Unified School District is located in the north central valley section of California. The area around the city is basically agricultural. The city is a railroad and transportation center. The State and Federal Government installations contribute substantially to the economic wealth of the area. There are 46,965 K-12 students, of these 26,200 are K-6 students. There are fifty five (55) elementary schools. There are fifty three (53) elementary principals. Four (4) schools are administered by two (2) principals. The ethnic count in the district is 16.5% black, 12.7% white of Spanish surname, 8.4% oriental, 60.9% other white, .1% American Indian and 1.4% other non-white.

The elementary schools are not staffed with any type of nursing service. Psychological services are allotted only to special education programs. Most elementary schools have no counselors or social workers assigned to the staff. There are no vice-principals assigned to the elementary schools. The schools range in size from two hundred (200) students to eight hundred sixty five (865) students. The district has no special subject supervisors except in the areas of special education and inter-group relations. The pupil teacher ratio is 30 to 1, grades K-3 and 35-1, grades 4-6.

The Elementary School Principal is in a unique position. He is accountable for the complete school program and school.

What Prevented the Problem from being Solved

The Sacramento City Unified School District has been under financial constraints that have made expansion of service impossible. During this inflationary period the basic tax rate has not allowed for cost of living salary adjustments for employees. The public has become much more demanding of services. Each of these demands places a new demand on an already strained budget - not to mention personnel.

The number of central district administrators has decreased in the past few years. Much of the administrator's time must now be spent with special and/or federal projects.

With a smaller central staff, the staff finds it has the time to work only with those problems demanding immediate action. There appears to be no time to sit down and figure what positive steps could be taken to help the employee. Some top level staff people feel that the district provided insurance benefits; what else should the district do?

These budgetary problems and time contraints have kept the school district from providing many of the important needs of employees.

The writer felt that the elementary school principals mental health needs were an area where positive results could be accomplished. It was anticipated that the experiences of the writer, after working with various district and community resources personnel, would provide a background whereby the district or employee organizations could see the need, develop possible solutions, and perhaps modify and continue with the basic tenant of the practicum.

CHAPTER III

PRACTICUM PROCEDURES

This chapter is devoted to delineating the procedures employed in conducting the practicum. The procedures are discussed within the following segments: (a) needs and proposals, (b) program goals, (c) program resources, (d) program design and (e) evaluation.

Needs and Proposals

The needs of the principals were identified after a series of meetings with the Sacramento City Principals Association. Meetings were then held with administrative staff members of the Sacramento City Unified School District to investigate the possibility of a mental health program being sponsored by the district in order to meet the needs of the elementary principals group.

The district administrators concurred that the need was present and the financial obligations could be met.

Program Goals

The following program goals were developed in order to provide segments of a total program that could be monitored and evaluated.

1. Properly communicate the need for a mental health program to the school district's Superintendent.

2. Properly communicate the need for a mental health program with the district's Personnel Services Office.

3. Properly communicate the need for a mental health program with the Assistant Superintendent of Elementary Schools.

4. Properly communicate the need for a mental health program with the district's Staff Training Services Department.

5. Properly communicate the need for a mental health program with the District Elementary Principals Association.

6. Properly communicate the need for a mental health program with the appropriate community services within the City of Sacramento.

7. Conduct a series of three (3) mental health workshops dealing with such areas as:

    1. Stress
    2. Anxiety
    3. Drug Abuse
    4. Alcohol
    5. Marital Counseling
    6. Suicide Prevention

8. Design and administer a test to indicate changes in attitudes among our principals in regard to mental health.

9. Present a program that will inform all elementary school principals of the available mental health services within the City of Sacramento.

10. Meet with the Executive Secretary of the Sacramento City Teachers Association to point out the need for a mental health program for teachers.

11. Meet with the school district's Assistant Superintendent of the Business Services Office in order to point out the need for all employees to know the available insurance benefits in regard to mental health problems.

12. Promote discussion and thought that will create a positive attitude in the area of mental health among district employees.

13. Consult with community mental health agencies and members of our own school district to investigate the possible financing of a large scale mental health program for our employees.

14. Secure adequate financing to see that the above objectives can be accomplished.

15. Prepare and submit a final written report that will be submitted to Nova University for approval.

Program Resources

The Staff Training Department budgeted a maximum amount of eight hundred dollars ($800.00) which could be spent on the practicum. Mr. Gene Jensen, resource teacher, was assigned as the district representative to enter into any necessary contractual arrangements involving the Sacramento City Unified School District. As this practicum had official school district endorsement, all official bulletins to the participants were to come from the appropriately designated district office.

Program Design

The program design was tailored to meet the stated goals. There were six (6) segments to the design: (a) meetings held by the writer, (b) input by the potential participants, (c) administration, and (f) evaluation of the workshops.

(a) Meetings held by the writer.

These meetings were scheduled in order to plan, execute, and evaluate the practicum. They were scheduled with those persons listed in the Goals.[1]

(b) Input by the Potential Participants.

Input was gathered from the Sacramento City

[1] Appendix, pages 37, 38.

Elementary Principals Association in order to get ideas as to their needs and elicit possible suggestions and recommendations from members of the group. All these contracts with the principals were designed to be low key in nature. These surveys, as well as the entire practicum, were designed to appear casual. They were designed to not be threatening and/or probing. They were to only provide peer to peer assistance to help solve a common area of concern.

(c) Development of the Mental Health Workshops. During the series of meetings held with staff members of the Sutter Memorial Hospital Mental Health Center a program plan was developed. The writer suggested the topics, style of presentation, location of meetings and evaluation. The staff agreed to present a structured program that appeared to meet the needs of the principals. Each principal was surveyed in order to find the areas of interest to the principals.[2] The clinic staff decided which of their members would make presentations and/or work with small groups.

[2] Appendix, page 39.

(d) Control of the Budget.

The budget was established to remain within the allotted eight hundred dollars ($800.00). This money was to be paid through the School District's Budget Office upon receipt of demand approved by the demonstration teacher, Mr. Gene Jensen.

(e) Administration of the Practicum.

The writer had the responsibility to administer the project in such a manner that it would have as much impact on the principals group as possible while informing local mental health agencies that the School District was interested in a mental health program.

(f) Evaluation of the Workshops.

All evaluations instruments[3] were to be written by the writer. The evaluation data, recording, and presentations were to be made by the writer.

Evaluation

The evaluative procedures to be used in the practicum are reported in three (3) components: (a) Principals evaluation of the Mental Health Workshops and (b) A narrative report expressing the writer's opinions of Goals achievement

[3] Appendix, pages 40, 41.

and (c) a list of the principals comments in regard to the program.

In the writers orginal plan, there were fifteen (15) goals to be achieved. Each of these goals was considered an integral part of the project. Some of the goals were met in a perfunctory manner. Some of the goals, because of the complexity of their nature, were more elaborate and required more in-depth consideration.

Goals

1. Properly communicate the need for a Mental Health Program with our School District's Superintendent.

   Two meetings were held with Dr. Albert Sessarego, Superintendent, Sacramento City Unified School District. During these meetings the Superintendent was appraised of need for a mental health program. The Superintendent concurred with the writers opinions and gave his verbal approval for him to continue with the project. He suggested that the writer also contact the Assistant Superintendent for Personnel Services for their approval and assistance. This suggestion had already been included in the original goals.

2. Properly communicate the need for a Mental Health Program with our District Personnel Department.

   Two (2) meetings were held with Dr. Robert Parker of the Sacramento City Unified School District. Dr. Parker is charged with the responsibility of employee negotiations and counseling. He is most aware of the need for a formal Mental Health Program. Dr. Parker works with each employee who is having trouble and/or seeks retirement. Dr. Parker attended our three (3) Mental Health Workshops and indicated his pleasure of our efforts.[4]

3. Properly communicate the need for a Mental Health Program with our Assistant Superintendent of Elementary Schools.

   Three (3) meetings were held with Dr. Russell R. Kircher, Assistant Superintendent, Elementary Schools, Sacramento City Unified School District, for the purpose of explaining the proposed Mental Health Workshops. Dr. Kircher felt the project was one of merit. He gave his approval of the project both in word and effort. He encouraged the principals to attend the meetings. He gave the writer time on his agenda to personally speak to the principals. He attended the three (3) Mental Health Workshops. Dr. Kircher was very supportive of the project and his letter of commendation[5] stated his pleasure.

[4] Appendix, page 42.

[5] Appendix, page 43.

4. Properly communicate the need for a Mental Health Program with our District Staff Training Department.

A series of meetings was held with Mr. Fred Stewart, Director of Staff Training Services, Sacramento City Unified School District to discuss the feasibility of the writer's proposal. Mr. Stewart felt the program was of merit and could be financed through his department. He offered the service of Mr. Gene Jensen, resource teacher, as a representative of the Staff Training Department. Mr. Jensen's responsibility was to give direction to the writer and represent the Sacramento City Unified School District in any matters of legal nature. In the Sacramento City Unified School District all training must be carried out through Mr. Stewart's office.[6] All official meetings are called by Mr. Robert N. Hansen, Assistant Superintendent, Personnel Services Department.[7] Copies of the principals evaluation have been sent to Mr. Stewart so that he will be able to include this effort in his department's yearly activities. A letter[8] was sent to the writer by Mr. Stewart stating his opinions and evaluation of the workshops.

5. Properly communicate the need for a Mental Health Program with our District Elementary Principals Association.

A series of meetings were held with Mr. William Walcott, President, Sacramento Elementary Principals Association, to discuss the role of the Principals Association in dealing with principals who are in need of counsel. Mr. Walcott indicated his desire to have our Association take an affirmative course of action. The writer met on two (2) occassions with the entire principals group. At this time he asked for the support of the group in starting to develop positive mental health attitudes. The President of the Association and the group, upon completion of the project, both publically and privately,[9] thanked the writer for his effort and achievement in the project.

[6] Appendix, page 44.

[7] Appendix, page 45.

[8] Appendix, page 46.

[9] Appendix, page 47.

6. Properly communicate the need for a Mental Health Program with the Community Services within the City of Sacramento.

A series of eight (8) meetings were held with staff members of the Sacramento City Unified School District, Sacramento, California. During these meetings, planning was done to determine the feasibility of conducting workshops for the Sacramento City Unified School District's Elementary Principals. The meetings covered the finances, nature of the presentions, topics of the program, community agencies to be invited, and the nature of the evaluation. The planning sessions were held with Dr. Herbert Weissman, Clinical Psychologist, and Dr. Edward Rudin, Psychristist. These men were most anxious to conduct the workshops for the School District. They were anxious to do the workshops as we felt they should be done. The writer had proposed that the topics, stress, anxiety, drug abuse, alcohol abuse, marital counseling and suicide prevention be used. These topics were then used to include other community agencies. The Sacramento Drug Abuse Council provided the services of a staff member, Ms. Joan Brainerd, to help our workshops. This agency also was able to handle the topic of alcohol. The Sacramento Superior Courts provided a staff member, Mr. David Murdo, from the reconciliation court to deal with the problem of marital counseling. All the community agency representatives were well accepted by the principals group. The presentations were timely, to the point, and of practical value. The presentations included the names and telephone numbers of actual persons to call when members of the principals group felt the need was present. A report of presentation number three (3) was sent to all principals.[10]

7. Conduct a series of three (3) Mental Health Workshops dealing with such areas as: Stress, Anxiety, Drug Abuse, Alcohol Abuse, Marital Counseling and Suicide Prevention.

The three (3) workshops were held:

May 1	Mansion Inn, Sacramento, California
May 15	American Legion Continuance Center, Sacramento, California
May 22	Mansion Inn, Sacramento, California

[10] Appendix, pages 48-49-50-51-52.

Each three (3) sessions were scheduled for two (2) hours. The actual time was extended approximately thirty (30) minutes longer than planned, due to continued questioning by the group.

Meeting one (1), Mansion Inn.

The meeting was conducted as a team effort using Dr. Herbert Weissman, Ph.D. Chief Psychologist, Sutter Mental Health Center, Sacramento, California. This meeting focused on the areas of stress and anxiety. After the original presentation by Dr. Weissman, small study groups were formed. Dr. Weissman chaired one (1) group, group two (2) was chaired by a clinical psychologist and groups three (3) and four (4) were chaired by psychiatric social workers. During the small group part of the session, positive attitudes were developed to help the participants cope with needs,[11] stress,[12] and anxiety.

Meeting two (2), School Auditorium.

Meeting two (2) was scheduled to be held at the Sutter Hospital, Sacramento, California. During informal evaluations with participants, it was brought out that some negative feelings were present in regard to meeting at the hospital. It was brought out that some members of the group had traumatic experiences at the hospital and that even a visit might bring back some anxiety. The writer arranged to schedule meeting two (2) in a school auditorium.

Meeting two (2) was designed to continue to explore stress and anxiety. The negative methods of coping were discussed, as well as some possible methods. The resource persons were again used in the small group sessions.

Meeting three (3), Mansion Inn.

Dr. Edward Rudin, psychristist led the discussion. Presentations were made by the aforementioned community groups. A general discussion with question and answers followed the presentation.

The principals evaluated the three (3) workshops at the conclusion of the session.[3]

[11] Appendix, page 53.

[12] Appendix, page 54.

[3] Appendix, pages 40, 41.

8. Design and administer a test to indicate changes in attitudes among our principals in regard to mental health.

   An evaluation instrument was designed by the writer and provided for each principal attending session three (3).

9. Present a program that will inform all principals of the available mental health services within the City of Sacramento.

   The program was conceptualized, planned, executed and evaluated as planned.

10. Meet with the Executive Secretary of the Sacramento City Teacher's Association to point out the need for a Mental Health Program for teachers.

    Two (2) meetings were held with Mr. Kenneth Carnine, Executive Secretary, Sacramento City Teacher's Association, to explain the program that principals had undertaken. It was brought out by the writer that such a program was probably needed by the teachers and that they might investigate the possibility of starting such a program. Mr. Carnine was most receptive to the plan. He was given copies of all the printed materials that the writer had sent to the principal's group. Mr. Carnine suggested that the writer might make a presentation to the appropriate bodies of the Sacramento City Teacher's Association in the fall of 1973, at which time a complete report could be given. A letter[13] was received from Mr. Carnine thanking the writer for his interest.

11. Meet with the School District's Assistant Superintendent of Business Services in order to point out the need that all employees know the available insurance benefits in regard to mental health problems.

    A meeting was held with Mr. Joseph Lynn, Assistant Superintendent for Business Services, Sacramento City Unified School District. Contacts were made with the two (2) major carriers of the best employee's insurance program. One carrier cooperated and sent a representative to speak at session three (3), and provided additional in-

[13] Appendix, page 55.

formation for our group.[14] The other carrier, Kaiser Hospital, did not offer written help. Telephone communications indicated that their insured were entitled to all medical services, including psychiatric services, at the published hospital rates.

In the fall of 1973, all employees will receive insurance data that will accurately inform them of their benefits and costs.

12. Promote discussion and thought that will create a positive attitude in the area of mental health among district employees.

The principals were interested in the program. Discussion resulted from the many talks and informational materials given to the group. Numerous telephone calls and notes were received by the writer that explained the concern and the positive attitudinal changes that allowed the principals to discuss mental health matters with their peers and families (refer to Chapter 4).

13. Consult with area Mental Health Agencies and members of our own School District to investigate the possible financing of a large scale Mental Health Program for our employees.

During the meetings with the staff of the Sutter Memorial Hospital Mental Health Center the possibility of securing Federal and/or private funding in order to promote an expanded Mental Health Program was investigated. After meetings with both the hospital and the district, it was felt that we should proceed slowly with expanding the program if the evaluations continue to be positive in nature.

14. Secure adequate financing to see that the above objectives are accomplished.

Adequate financing for the Mental Health Workshops was secured through the cooperation of the Staff Training Department of the Sacramento City Unified School District.

[14] Appendix, page 56.

15. Prepare and submit a final written report that will be submitted to Nova University for approval.

The final report of the practicum was completed in September 1973.

The writer feels that the intent and purposes of the fifteen (15) program goals were met.

CHAPTER IV

PRACTICUM FINDINGS

The findings of the practicum are presented in chart and narative form. The basis of the evaluation was a test instrument developed by the writer and presented at the conclusion of the three (3) workshops. The purpose of a pre-test and post-test, in this instance, was to ascertain the amount of change before and after training. It was the opinion of the consulting clinical psychologist, Dr. Herbert Weissman, that due to the sensitive nature of the workshops, it would be better not to administer a pre-test before the first session but rather to administer a post-test at the conclusion of session three (3). It was the consensus that better positive attitudes could be maintained by not making the participants feel they were being tested about their mental health.

The evaluation instrument was designed to be administered at the conclusion of session number three (3) and would provide the opportunity for the participant to indicate his feelings before and after training. This change was then computed to ascertain mean scores.

Item one (1) indicates a positive growth from a mean score of 2.36 before training to 5.36 after training.

Item two (2) indicates a positive growth from a mean score of 3.24 before training to 5.52 after training.

Item three (3) indicates a positive growth from a mean score of 3.20 before training to 4.92 after training.

Item four (4) indicates a positive growth from a mean score of 3.16 before training to 4.96 after training.

Item five (5) indicates movement in a negative direction from a mean score of 3.60 before training to 3.28 after training. This item was written so that the direction of positive change was reversed. The writer feels this item was confusing to the evaluator and the data cannot be considered accurate.

Item six (6) indicates a positive growth from a mean score of 5.12 before training to 6.64 after training.

Item seven (7) indicates a change in a negative direction from a mean score of 4.00 before training to 4.40 after training. The writer feels this item may not indicate the true opinions of the evaluators due to the fact that the reversal of the negative to positive method of marking. In ensuing work the writer will profit from this experience.

When applying the Sign Test[3] to the data one finds a significant change in a positive direction can be readily noted on items 1, 2, 3, 4, and 6. Item five (5) tends to be positive in nature but does not appear to be significant. Item seven (7) appears to be negative but the results do not appear significant. The writer reversed the method of reporting on the test instrument. It may be that this reversal caused the evaluators not to express their true attitudes on items five (5) and seven (7).

3 Nonparametric Statistics, Sidney Siegel, McGraw Hill Company, New York, 1956, p. 250.

TABLE 1

SACRAMENTO CITY ELEMENTARY SCHOOL PRINCIPALS EVALUATION OF THREE MENTAL HEALTH WORKSHOPS HELD MAY 1973

	Number of Responses	Mean Score Before Training	Mean Score After Training	Mean Change
1. Assess your knowledge of the available mental health services in Sacramento	25	2.36	5.36	3.00
2. Assess your knowledge of mental health in general, recognition of problems, etc.	25	3.24	5.52	2.28
3. Assess your willingness to discuss personal mental health issues with a peer	25	3.20	4.92	1.72
4. Assess your willingness to convince a staff member to seek needed professional mental health guidance	25	3.16	4.96	1.80
5. Would you consider hiring a person who has had previous mental health assistance	25	3.60	3.28	-.32
6. Do you feel the seeking of mental health assistance is a sign of weakness	25	5.12	6.64	1.52
7. Should a person make a prospective employer aware of the fact that he has been treated for mental health reasons	25	4.00	4.40	.40

TABLE 2

ELEMENTARY PRINCIPALS ATTENDANCE AT THE MENTAL HEALTH WORKSHOPS
SACRAMENTO, CALIFORNIA

DATE	MAY 1, 1973	MAY 15, 1973	MAY 23, 1973
Location	Mansion Inn	American Legion Continuation School	Mansion Inn
Number in Attendance	32	30	33

From the data it would appear that the number of participants at each of the meetings was numerically the same.

TABLE 3

SUMMARY OF SACRAMENTO ELEMENTARY PRINCIPALS EVALUATION OF THEIR SHARING WORKSHOP EXPERIENCES
SACRAMENTO, CALIFORNIA, 1973

QUESTION	A GREAT DEAL	SOME	VERY LITTLE	NONE
To what extent did you share materials and experiences derived from these sessions with your staff	1	2	4	4

If you did share, how was it done	FORMALLY	INFORMALLY	NO RESPONSE
	0	20	11

From the indicated mean score of 2.25 it would appear that the evaluators shared some of the materials and experiences with their staffs on an informal basis.

TABLE 4

SUMMARY OF SACRAMENTO ELEMENTARY PRINCIPALS EVALUATION OF THE MENTAL HEALTH SESSIONS ATTENDED BY THE EVALUATORS AT THE FINAL SESSIONS
SACRAMENTO, CALIFORNIA, 1973

	MANSION INN 1	AMERICAN LEGION 2	MANSION INN 3	NO RESPONSE
Please indicate the sessions you attended	19	19	20	5

It would appear that of the twenty persons evaluating this item, nearly all had attended the other two sessions.

TABLE 5

SUMMARY OF SACRAMENTO ELEMENTARY PRINCIPALS EVALUATION OF THE MENTAL HEALTH MEETING OFFERING THE MOST POSITIVE EXPERIENCE
SACRAMENTO, CALIFORNIA, 1973

QUESTION	MANSION INN 1	AMERICAN LEGION 2	MANSION INN 3	NO RESPONSE
Of the three sessions which offered the most positive experience for you	10	2	13	0

From the data contained in Table 5, it was apparent that session three (3) appeared to offer the most positive experience. All twenty-five (25) evaluators evaluated this item.

The writer requested that the evaluators offer suggestions for additional mental health meetings and/or workshops that might be of assistance to their peer group.

The following is compiled and placed in rank order from their responses:

1. Arrange for some small group sessions with psychologically oriented leaders
2. Have a retreat
3. Continue lectures by Dr. Rudin, Psychiartrist
4. Provide a way for us to hold informal "RAP" sessions
5. Hold monthly meetings

It was requested that the evaluators list their general comments about the sessions.

1. More time was needed in small group sessions
2. Well planned and executed
3. Very informative, I now understand my own stress problems more
4. It came at a good time
5. The leader did a great job
6. Keep up the good work
7. Very greatful to Bob Davis for his help
8. It is remarkable we do so well when no one gives a damn until we are in trouble
9. Excellent, supportive, timely

10. Helped me look inside myself

11. I only attended one session. I am not sure I know why these meetings were held. I just was too busy to attend the other sessions.

12. We have only touched the surface of a much needed subject.

There were fourteen (14) responses to this item. Most of the comments were positive in nature. Only one person expressed the opinion that he did not understand what we were trying to do.

SUMMARY OF THE PRACTICUM FINDINGS

It would appear that the writer did accomplish the goals he had originally set forth. The data indicates that there is a real need for mental health programs among employee groups. It appears that community agencies are willing to work with employee groups to establish and maintain good programs. The data indicates that positive changes in feelings toward sensitive topics can be effected through well-organized, professional, and meaningful training programs.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is organized into five (5) segments: (a) mental health needs, (b) community participation, (c) attitudes of school districts central staff, (d) attitudes of elementary school principals, and (e) recommendations.

Mental Health Needs

The practicum shows the need by employee groups to be involved in mental health programs. This need becomes more acute with the passage of time. The increasing number of leaves of absence for medical reasons, high employee absentee rates and increasing drug dependence are all manifestations of this need.

Community Participation

In most urban areas there are community mental health resources. These resources are ones that are normally not considered by the citizens until there are personal needs. These community agencies are ready and most anxious to serve. Even though these community agencies may address themselves to specific areas of alcoholism, suicide prevention and drug abuse their scope is much more general in nature. When contact is made with these agencies, they

are most valuable in initial treatment as well as referral to more specialized treatment centers.

Attitudes of School District's Central Staff

During the sequence of this practicum, the school district's central staff members were more helpful, aware, and supportive. The support of the staff made the practicum a practical project. The promotion of dialog, in regard to mental health, helped the staff to see that there are areas where they as a staff need assistance. The practicum was of assistance to them helping to develop techniques to promote better understanding of stress, anxiety, and coping.

Attitudes of the Elementary School Principals

The practicum indicated the interest of the principals in the program. The participation and comments were positive. The data indicated positive changes in mental health attitudes. The writer received many contacts from peers who feel they have problems and/or situations that need the input from an outside source. The general consensus appears to be that there is much more free exchange of ideas at the peer level. The principals were encouraged to share mental health information with each other.[15]

[15] Appendix, page 58, 59.

Recommendations

It is recommended that the Sacramento City Unified School District develop in cooperation with its various employee groups and community resources, mental health programs that would be designed to promote positive attitudes and behavioral changes that would aid the employee in developing and maintaining good mental health patterns. The employee would then function as a more productive employee in lengthened periods of stable employment.

It is recommended that the Sacramento City Elementary Principals Association develop procedures whereby its members may better communicate their concerns in a positive environment. These concerns should be then channeled into formal organizational patterns whereby action and/or help could be taken to alienate concerns and/or assist members in coping with the situations.

It is recommended that lines of communication remain open between the Sacramento City Unified School District and various community mental health agencies in order to continue transferral of information between these agencies. This line of communication must be frequently utilized in order to allow for changes in philosophy and personnel in the agencies.

It is recommended that the Public Relations Department of the Sacramento City Unified School District continue a program whereby positive mental health patterns are promoted, developed, and evaluated.

APPENDIX 1

PROGRAM GOALS FOR MENTAL HEALTH MIDI PRACICUM
SACRAMENTO, CALIFORNIA, 1973.

1. Properly communicate the need for a mental health program to the school district's Superintendent

2. Properly communicate the need for a mental health program with the district's Personnel Services Office

3. Properly communicate the need for a mental health program with the Assistant Superintendent of Elementary Schools.

4. Properly communicate the need for a mental health program with the district's Staff Training Services Department

5. Properly communicate the need for a mental health program with the District Elementary Principals Association

6. Properly communicate the need for a mental health program with the appropriate community services within the City of Sacramento

7. Conduct a series of three (3) mental health workshops dealing with such areas as:

    1. Stress
    2. Anxiety
    3. Drug Abuse
    4. Alcohol
    5. Marital Counseling
    6. Suicide Prevention

8. Design and administer a test to indicate changes in attitudes among our principals in regard to mental health

9. Present a program that will inform all elementary school principals of the available mental health services within the City of Sacramento

10. Meet with the Executive Secretary of the Sacramento City Teachers Association to point out the need for a mental health program for teachers

11. Meet with the school district's Assistant Superintendent of the Business Services Office in order to point out the need for all employees to know the available insurance benefits in regard to mental health problems

12. Promote discussion and thought that will create a positive attitude in the area of mental health among district employees

13. Consult with community mental health agencies and members of our own school district to investigate the possible financing of a large scale mental health program for our employees

14. Secure adequate financing to see that the above objectives can be accomplished

15. Prepare and submit a final written report that will be submitted to Nova University for approval

APPENDIX 2

Hubert H. Bancroft Elementary School
2929 Belmar Street
April 12, 1973

TOPIC: INDICATING PROBLEMS THAT CAUSE STRESS IN YOUR POSITION OF PRINCIPAL

TO: SELECTED PRINCIPALS

Dr. Herbert N. Weissman, Ph.D., Clinical Psychologist for Sutter Mental Health Center, has requested that I ask a favor of you.

We would like you to take a few minutes to write out some of the real stress situations you feel at the present time. These may be professional and/or personal. They may be situations that you are now solving; they may be things with which you have learned to live. This information will be used in our May Mental Health meetings.

You need not sign this when you return it. I have not coded and/or marked this request. Now my paranoia is showing.

Thank you,

Robert F. Davis
Principal

Please return to the Bancroft School as soon as possible.
My big stress situations are:

_____

_____

_____

_____

Please feel free to use the reverse side of the paper as needed.

APPENDIX 3

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Personnel Services Office
Staff Training Services Department

Fred J. Stewart, Director

EVALUATION OF MENTAL HEALTH WORKSHOPS

-service education programs are valuable only when they contribute information from
e participants.

y 22, 1973

(PLEASE CIRCLE ONE ONLY)

		Low						High	
ess your knowledge of the ilable mental health rvices in Sacramento	(1)	1	2	3	4	5	6	7	Before Training
	(2)	1	2	3	4	5	6	7	After Training
ess your knowledge of ntal health in general, cognition of problems, c.	(3)	1	2	3	4	5	6	7	Before Training
	(4)	1	2	3	4	5	6	7	After Training
ess you willingness discuss personal mental alth issues with a peer	(5)	1	2	3	4	5	6	7	Before Training
	(6)	1	2	3	4	5	6	7	After Training
ess your willingness to nvince a staff member to ek needed professional ntal health guidance	(7)	1	2	3	4	5	6	7	Before Training
	(8)	1	2	3	4	5	6	7	After Training

		YES			MAYBE			NO	
uld you consider hiring a rson who has had previous ntal health assistance	(9)	1	2	3	4	5	6	7	Before Training
	(10)	1	2	3	4	5	6	7	After Training
you feel the seeking of ntal health assistance is sign of weakness	(11)	1	2	3	4	5	6	7	Before Training
	(12)	1	2	3	4	5	6	7	After Training
ould a person make a ospective employer aware the fact that he has been eated for mental health asons	(13)	1	2	3	4	5	6	7	Before Training
	(14)	1	2	3	4	5	6	7	After Training

(PLEASE CIRCLE ONE ONLY)

		A GREAT DEAL	SOME	VERY LITTLE	NONE
what extent did you share terials and experiences ived from these sessions h your staff	(15)	1	2	3	4
you did share, how was done	(16)	FORMALLY		INFORMALLY	

EASE CIRCLE THE SESSION(S) YOU ATTENDED

1	2	3
Mansion Inn	American Legion	Mansion Inn

THE THREE SESSIONS WHICH OFFERED THE MOST POSITIVE EXPERIENCE FOR YOU

1	2	3
Mansion Inn	American Legion	Mansion Inn

* * * * * * * * * * * * * * * *

EASE LIST SUGGESTIONS FOR ADDITIONAL MENTAL HEALTH MEETINGS AND/OR WORKSHOPS THAT MIGHT OF ASSISTANCE TO OUR PEER GROUP

EASE LIST GENERAL COMMENTS ABOUT THE SESSIONS

EASE COMPLETE AND RETURN TO BOB DAVIS, HUBERT H. BANCROFT SCHOOL BY JUNE 1, 1973.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
TELEPHONE 444-6060

ALBERT J. SESSAREGO
Superintendent

APPENDIX 4

May 31, 1973

Mr. Robert Davis, Principal
Hubert Bancroft Elementary School

Dear Bob:

May I take this means to express my appreciation for your efforts in arranging the mental health workshops for elementary principals. The speakers were not only experts in their field, but they appeared to have a sensitivity to and an understanding of the kinds of problems that public school administrators face. The workshops really served to underscore the need for the district to set up some type of ongoing mental health service for its employees. Unfortunately, with budget priorities being what they are, the prospects for establishing such a program are discouraging.

Your willingness to provide information to your co-workers in the field of mental health, despite your busy schedule at Bancroft, is to be commended.

I appreciated the opportunity to speak to the group regarding personnel practices. While some of my remarks may not have been exactly reassuring, they may have clarified the procedures and attitudes of central administrators regarding personnel files, as well as our role in professional counseling.

Again, thank you for your willingness to assume this added responsibility. You are to be congratulated for the successful way in which it was carried out.

Sincerely,

Robert Parker, Director
Certificated Personnel Services

RP:hv

ACRAMENTO CITY UNIFIED SCHOOL DISTRICT
DMINISTRATION BUILDING
519 N STREET, P.O. BOX 2271
ACRAMENTO, CALIFORNIA 95810
ELEPHONE 444-6060

LBERT J. SESSAREGO
perintendent

APPENDIX 5

une 19, 1973

Mr. Robert Davis, Principal
Hubert Bancroft Elementary School
Sacramento City Unified School District
Sacramento, California

Dear Mr. Davis:

I want to thank you for the program on mental health that you conceived and developed for the principals of this district. I know it took an inordinate amount of time for you to plan so carefully to have this effective program. I thought the three workshops were extremely well planned and well attented and most productive.

I think that there was evidence of the success of the workshop in that the attendance remained stable and the enthusiasm of the participants was so evident. I know that this took a lot of time out of your busy schedule.

Please accept this letter as a token of thanks for this worthy effort. Certainly, all of the participants profited from this workshop and many have expressed their favorable responses to me, personally.

Thanks again for all of your work in this plan.

Sincerely,

Russell R. Kircher

Russell R. Kircher
Assistant Superintendent
Elementary Schools Office

RRK:ps

cc: Mr. Fred Stewart

sutter community hospitals of sacramento
2820 L STREET ☐ SACRAMENTO, CALIF. 95816 ☐ TELEPHONE (916) 455-2661

APPENDIX 6

WILLIAM A. SCHAEFFER, EXECUTIVE DIRECTOR

March 1, 1973

Mr. Fred J.Stewart
Director, Staff Training Services
Sacramento City Unified School District
1619 N Street, P. O. Box 2271
Sacramento, California 95810

Dear Mr. Stewart:

We are in receipt of your 23 February 1973 letter concerning the series of three in-service education sessions on mental health that Sutter Mental Health Center is prepared to provide for Sacramento City Unified School District principals. We are in agreement with the program devised by Mr. Jensen and Mr. Davis and are looking forward to holding the meetings during the latter part of April and early May.

It is agreed that the cost for personnel services, preparation and travel will be $432, an amount which is consistent with our fee structure.

It is a pleasure to continue working with you.

Cordially,

HNW:JH
cc: Edward Rudin, M.D.
Mr. A. Hutchinson - Sutter Bus. Off.
Mr. Gene Jensen
Mr. Robert Davis

Herbert N. Weissman, Ph.D.
Chief Psychologist
Sutter Mental Health Center
5275 F Street
Sacramento, California 95819

APPENDIX 7

STAFF TRAINING SERVICES DEPARTMENT MEMORANDUM

April 23, 1973

TA-0-69

Topic: WORKSHOPS ON "THE ELEMENTARY PRINCIPAL: HIS ROLE IN PROMOTING POSITIVE MENTAL HEALTH

To: Elementary School Principals

The Staff Training Services Department in cooperation with Sutter Memorial Hospital Mental Health Center has scheduled a series of workshops on "The Elementary Principal: His Role in Promoting Positive Mental Health."

The purpose of the workshops is to identify some of the problems and stresses confronting the elementary principal and effective and ineffective reactions to these stresses.

Dr. Russel R. Kircher, assistant superintendent, Elementary Schools, will introduce the members of the Sutter Hospital's Mental Health Center who will be conducting these workshops.

The workshops are scheduled from 9:00 a.m. to 11:00 a.m. on the following dates and lications:

SESSION I --Tuesday, May 1, 1973

PACIFICA ROOM, MANSION INN
700 16th Street

SESSION II -- Tuesday, May 15, 1973

SUTTER MEMORIAL HOSPITAL
Auditorium (7th Floor)
52nd and F Streets

SESSION III -- Tuesday, May 22, 1973

PACIFICA ROOM, MANSION INN

Any questions concerning this memorandum should be directed to Mr. Gene Jensen or Mr. Fred J. Stewart, director, Staff Training Services Department, 444-2023

Robert N. Hansen
Assistant Superintendent
Personnel Services

RNH: FJS: GJ: lm

ACRAMENTO CITY UNIFIED SCHOOL DISTRICT
DMINISTRATION BUILDING
9 N STREET, P.O. BOX 2271
ACRAMENTO, CALIFORNIA 95810
ELEPHONE 444-6060

WARD B. FORT
perintendent

APPENDIX 8

September 17, 1973

Mr. Robert F. Davis
Principal
Hubert H. Bancroft Elementary School
2929 Belmar Street
Sacramento, California 95826

Dear Bob:

I wish to express, much too belatedly, my sincere appreciation for your time, effort, and contributions, in assisting our department in preparing and implementing the workshop, "The Elementary Principals: His Role in Promoting Positive Mental Health."

The responses from the participants were most complimentary; more particularly about you and your efforts which materially effected the success of the program.

While it may be a somewhat sad commentary that there is an increasing need for mental health in-service programs as it relates to our children, parents, and school administrators, the need has and continues to exist. Workshops such as this helps in ameliorating this unique problem confronting our schools today.

The Staff Training Services Department plans to continue to work with the Sutter Mental Health Center in providing in-service activities such as the one you were instrumental in developing. It is our sincere hope you will continue to assist us in the designing and implementing future mental health workshops.

Sincerely,

Fred J. Stewart
Director
Staff Training Services

FJS:lm

cc: Dr. Edward B. Fort
Dr. Russell R. Kircher
Dr. Edward Rudin
Dr. Herbert Weissman
Mr. Gene Jensen

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Coloma Elementary School

4623 T STREET

SACRAMENTO, CALIFORNIA 95819

APPENDIX 9

May 25, 1973

Mr. Robert F. Davis, Principal
Hubert Bancroft Elementary School
2929 Belmar Street
Sacramento, California 95826

Dear Bob,

May I, as president of the Sacramento City Unified School elementary school principals' organization, take this opportunity to thank you for the excellent program you designed last year.

The mental health workshops that you created, organized, planned and evaluated were most viable creations. They will be, I feel assured, the forerunner of more comprehensive seminars in the future.

The personnel you arranged to make the presentations were of the highest caliber. Dr. Ruden is one of the most insightful doctors I have ever been acquainted with.

Your choice of timing and program agenda were done with the greatest amount of expertise. Each and every colleague, who I discussed the workshops with, was most complementary and positive with their comments.

Again, many thanks, for the tremendous amount of time and energy you expended on this most innovative, creative, relevant project.

Sincerely,

William E. Walcott

Mr. William E. Walcott, Principal

WW:sm

APPENDIX 10

TO: SELECTED ELEMENTARY PRINCIPALS

FROM: ROBERT F. DAVIS

SUBJECT: LEE LURTY'S NOTES ON MENTAL HEALTH WORKSHOP

Dr. Ed Rudin reviewed the frustration - anxiety - depression pattern. Sometimes the frustrating obstacles to our identified objectives are within us. These are hard to discover, yet they are the ones we can do most with. One frustration is that discrepancy between responsibility and authority - both outside and self-imposed.

Self-expectation is a way of defining our responsibility. Most of us are striving with high expectations and great self-demands. We handle the expectations by projection. "I know the boss wants this from me." Since we are made in the image of God we expect perfection. When we fall short - "they know what's wrong with us."

Disequalibrium equals stress. Often we can re-establish the balance. If inbalance continues too long, exhaustion, depression and anxiety result. For these symtoms we turn to pills. There are pills prescribed for anti-anxiety, anti-depression just as there is an antihistamine.

Depression, like pain, can be nature's way of telling us where we are. It may be better in some cases to have our wits about us without the pills so that we may understand the depression or anxiety. Some medications have been around a long time, i.e., the fermented grape. Alcohol

is the oldest drug dependency (misused) as an anti-anxiety agent. Opiates are other medications which may reduce our awareness of the illness.

Joan Brainerd, Chairwoman for Drug Abuse Coordinating Council, brought us up-to-date with some of the latest figures on alcohol, marijuana and tobacco. She commented on the rehibilitation centers used by PTT and other large companies. She presented a list of resources to call in time of crisis. (Call your own physician first.)

Aquarian Effort: 444-6297 or 444-6298

Suicide Prevention: 481-2233

Police Drug Abuse Hot Line: 449-1143

Resource List

Drug Advisory & Toxicology

Sacramento County Mental Health
Youth Life Line Al-Anon, Al Ateen

Detoxif Center - 1815 Eye Street (CARE)
Skid row includes only 5% of 40,000 alcoholics in Sacramento Area.

Project Faith (Rehabilitation at French Camp - three months if you don't live in the county.)

Dr. Rudin discussed values clarification versus evils of drug abuse as an educational technique. He claimed that the United States is an over-fed and under nourished nation. The use of drugs for solace is poor problem solving. Stress produces displacement. Displacement is the transfer of

a worry from its origin to a place where it is more comfortable. It spills out someplace else. An example: the boss gives you hell, you tell off your spouse, who bawls out the kids, etc.

When we don't meet self-expectations we feel less worthy so we ask for strokes. "Tell me that you love me." - Typical pattern - we come home exhausted from work, we need love at home but have no love to give in return, so everybody knows how unlovable we are. It is important to understand relationships between home and work systems. Are they satisfying? Fulfilling?

David Murdo, Marriage Counselor for Sacramento Court of Reconciliation, advised that perspective makes a lot of difference. Compare the suffering of a rich person who has everything with the suffering of a poor person who doesn't realize how little he has. The problems of dissolution usually center around visitation rights and custody of children. The new status of women complicates marital situations. Old time marriages held together because one of the parties couldn't risk getting out.

Murdo believes that attitude is more important than technique. How do you balance overwhelming numbers of disadvantages against advantages? The number one problem is the lack of communication (respect for the other - for yourself). Marriage is a selfish institution we go into, if only to meet

our own needs. Ninety percent of law enforcement personnel will have marital problems.

He suggests, should problems face your marriage, you should see the "Yellow Pages" for Marriage Counselors, Family Service Agency, Catholic Welfare, CSUS. Each principal should have his own special list of Crisis Phone Numbers. (Best person for specific kind of help)

Family - Work Relationship: Who do we look to for personal support? Spouse, bar tender, associates, gas meter readers versus licensed counselors. The trust and confidence of another person allow you to put your thoughts into another member - carrier - bearer (symptoms).

It is hard for an executive to acknowledge his need for help, frailities, deficiencies. It is easier to believe that our wife, our children need help, but we are O.K.

Dr. Bob Parker reported that the Sacramento City Unified School District is not like PT & T with rehabilitation programs. The district is not interested in the personal lives and problems of its employees, only insofar as this affects the performance on the job. If you are seeking psychiatric help there is no stigma attached to behavior. It is better to get help than to try to hide the need and let performance suffer.

He discussed further the district's attitude toward personnel files and keeping transfer requests up-to-date.

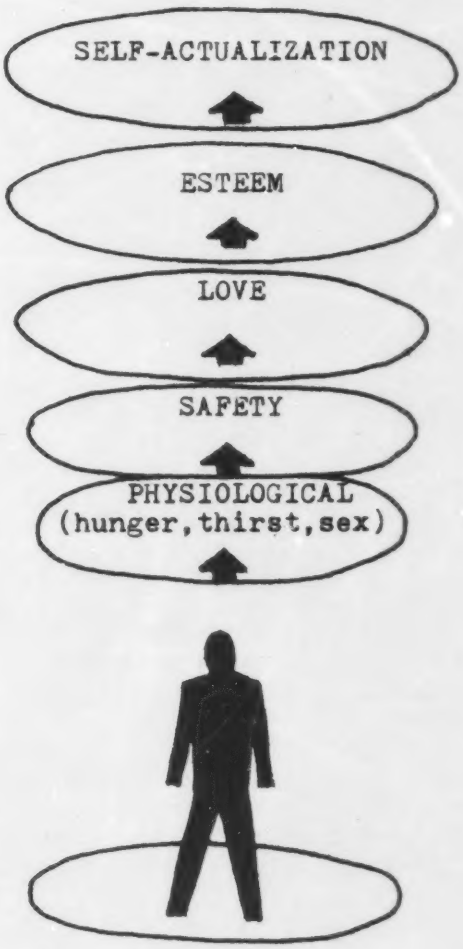
Bob Rhea, Sacramento City Unified School District representative with Equitable stated some psychiatric help is no longer available due to increased costs.

Phone George Covington, Business Services, to find out latest available assistance on insurance covering this area.

APPENDIX 11

HIERARCHY OF NEEDS

According to Maslow, needs on the "lower" levels are prepotent as long as they are unsatisfied. When they are adequately satisfied, however, the "higher" needs occupy the individual's attention and effort.



APPENDIX 12

ADJUSTIVE RESOURCES MODEL

ADJUSTIVE DEMANDS	ADJUSTIVE RESOURCES	ADJUSTIVE REACTIONS
Stress	Past experience including child rearing.	Adaptive Maladaptive
Frustration	Stage of development on Maslow's need hierarchy, etc.	
Conflict	Current life situation (personal, friends, wife, family, job, professional colleagues)	
Pressure	System supports	

HNW/pes

APPENDIX 13

Sacramento City Teachers Association, Inc.

2564 Twenty-First Street Sacramento, California 95818 Phone 452-4591

June 18, 1973

Mr. Robert F. Davis
8273 LaRiviera Drive
Sacramento, California 95826

Dear Bob:

I do want to thank you for all your information in regard to the Mental Health Workshop recently held for the elementary principals in Sacramento.

I am interested in your project and will pass on all your information to the appropriate committee of the Sacramento City Teachers Association. If you have any additional information that is garnered from your fall sessions, please forward them to me.

Sincerely,

K. S. Carnine
Executive Director

KSC:da

P.S. - We would be glad to put you on the SCTA Board Agenda for a presentation sometime during the fall.

4/11

Bob
Give your
Gene

APPENDIX 14

ROBERT J. REA, C. L. U.

P. O. BOX 214497 • SACRAMENTO, CALIFORNIA 95821 • TELEPHONE 481-2121

April 10, 1973

Mr. Gene Jensen
Resource Teacher
Sacramento City Unified School District
P. O. Box 2271
Sacramento, California 95810

Dear Gene:

Enclosed is the information you requested concerning the Equitable's group insurance plan coverage for psychiatric care. I hope this is what your looking for, however if not please call me and I'll redo it to your specification.

Regards,

Robert J. Rea, C.L.U.

RJR/y
Enc.

DISTRICT'S PSYCHIATRIC BENEFIT UNDER EQUITABLE'S GROUP INSURANCE PROGRAM

If you receive psychiatric treatment while NOT CONFINED in a hospital, the group insurance plan will pay 50% of the cost of each visit with a maximum reimbursement of $15.00 per visit and there is a maximum payment of $750.00 in any twelve consecutive months period. Covered charges shall only include such professional fees if they are those of a physician legally licensed to practice medicine or surgery.

If you are CONFINED TO A HOSPITAL for mental or nervous disease or disorder, covered charges will be no different than those charges incurred for any illness or accident. In other words, there are no special limitations or special considerations involving hospital charges while you are in the hospital for this type of treatment.

PRE-EXISTING CONDITIONS. This condition applies to any new enrollee, including those employees and dependents who enroll or change plans from Kaiser to Equitable during an open enrollment period.
(See page 21 of your booklet.)

Covered charges shall not include expenses for services, supplies and treatment for an injury or sickness which existed within three months prior to the date a person becomes insured, or any related conditions. This limitation shall not apply to any expenses incurred after the earliest of the following dates:

1. the date following the effective date of a person's insurance on which occurs the end of a three month consecutive period during which no Covered Charges were incurred on account of that injury, sickness or related condition,
2. the end of a six consecutive months period during which the employee was continuously insured and actively at work,
3. the end of a twelve consecutive months period during which the person involved was continuously insured, nor shall it apply to newborn children.

SEE YOUR EQUITABLE GROUP INSURANCE BOOKLET DATED NOVEMBER 14, 1971.

APPENDIX 15

Hubert H. Bancroft Elementary School
2929 Belmar Street
June 12, 1973

TO: Selected Elementary Principals

FROM: Robert F. Davis

This article was recently published in the Sacramento Bee. It might be of interest to you.

Doctor Claims Heart Attacks Are Caused By Behavior Disorders'
By Ted Fourkas
Bee Staff Writer

Heart attacks are caused by peculiar behavior disorders, maintains Dr. Meyer Friedman, so with the right psychological outlook no one should have a heart attack before age 65.

The San Francisco doctor, whose once controversial ideas are said to be slowly winning acceptance, was the guest speaker last night at the annual meeting of the Sacramento-Yolo-Sierra Heart Association.

"Fifteen years ago, we published our first paper suggesting the brain may play a part in coronary heart disease, he said. "One hundred and eight (research) papers later, we are certain it does."

Friedman divides people into "Type A" and Type B" personalities, and claims "a heart attack cannot strike a man under age 65 unless he meets this peculiar behavior disorder which we have designated Type A."

The Type A person typically has an excessive struggle with life, he said. He has a "hurry sickness," to accomplish more and more in less time. In 85 percent of cases, there is also an excessive competitive drive "that spills over to become free-floating hostility, anger about nothing."

But the Type A personality suffers not from an innate behavior pattern so much as habit, and can change the way he acts. Friedman, who was a Type A personality, has had a heart attack and has since changed his own behavior.

The Type B personality is relaxed and flexible, fairly happy with his present lot, not obsessed with hurrying, and warm with other human beings. If a Type A and Type B were to look at an orchard together, said Friedman, the Type A would wonder how many trees there were, while the Type B would be impressed by the beautiful blossoms.

Most heart specialists feel a low-fat diet, regular exercise and no smoking can reduce the risk of a heart attack.

Friedman now favors a diet high in vegetable fats (and low in animal fats) because it can do no harm and might do some good.

He thinks it "more and more possible that cigarettes are harmful. I didn't think so a few years ago." And he urges 30 or 40 minutes a day of mild exercise--such as jogging or handball--is playing Russian roulette, because half the people who drop dead of a heart attack in San Francisco do so during strenuous exercise.

The Type A personality, he said, typically hurries his speech, "and talks as if he is shooting bullets." Type A's rarely let their children win games on purpose, they are more interested in careers than friendships, and very few like to stay up late.

These are not all precise things that can be measured easily, and some doctors complain they do not know what Friedman is talking about.

But in long-term studies, Friedman has shown Type A personalities have higher levels of cholesterol, insulin and norepinephrine in their blood -- all of which increases the risk of heart problems.

Changing a Type A personality is a long, slow process, and it does no good to tell the patient to slow down and relax, said Friedman.

Instead the doctor has to review the patient's life philosophically, to show that no one ever fails doing a job too slowly. "Every mistake they make is because they are in a hurry," he said.

The Type A's have to learn flexibility, they have to begin to value people, they have to learn the important part of a man's life is today, he said.

Once the philosophy is taken care of, then the "hurry sickness"--including telephone habits and "the 5 o'clock frenzy" at quitting time--have to be handled. Getting rid of the hostility will be tough, said Friedman, and one approach is to make the Type A's verbalize affection, something they do not like to do.

The change does not mean Type A's must abandon their careers and success. "~~On~~ mythology ~~is~~ the Type A's are the doers of the world," said Friedman, "but most corporation presidents are Type B's."

One reason for that, he said, is that they live long enough to reach the top.

Have a good summer.

Robert F. Davis
Principal